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edge of philology, and no student but appreciates and learns better his Spanish if he has had previous training in Latin.²

RE-EXAMINE YOUR FAULTY ENGLISH

FOR EIGHT hours it was my privilege to listen to the affirmative side of the League of Nations question as presented in last year's semi-finals at Chapel Hill. Fourteen teams—twenty-eight speakers—harangued four other judges and myself a half hour at a time. From all parts of the state they came, from large schools and small schools, from the east and the west, and from the north and the south. There were wide-eyed boys in their first pairs of long trousers and tall six-footers who had grown too fast; demure girls in curls, and more knowing ones with bobbed hair and bobbed skirts.

Presumably what we five men heard on that day was above the average of English used in the high schools. Out of several hundred teams which had started in the race, here were fourteen which had survived. They had used their speeches several times, had had the benefit of considerable experience and advice (perhaps more than they realized at times) and, too, had ironed out most of the wrinkles in the way of faulty grammar and poor logic.

Left, then, to their own resources, they erred most noticeably in the matter of pronunciation. The errors were many and strange! By all odds the most common fault was the sound given to *e* when coupled with an *n* or an *m*. Intensive became "intinsive"; henceforth, "hinchforth"; ends, "inds"; chemical, "chimi-cal"; general, "gneral",—and so on *ad infinitum*. At least thirty words were mistreated in this way time and again during the eight hours.

After this Irishism, the next greatest offender was the *ou* sound in such words as "about", council", and "found". These became "abaout", "caouncil", and "faound". From a long list culled, these three must stand as examples.

But while these two types of error may attempt some sort of defence by claiming colloquial authority, the next group—that of mere slovenly enunciation—cannot escape so happily. Some examples which I jotted down in this class are: "goverment" (no *n*

sound), "peticlery" (particularly), "regalation" (regulation), "probally" (probably), "continya" (continue) "reccanise" (recognise) "Amurica" (America), "denounciation" (denunciation), and a whole host of lost *g* sounds in such words as leading, thinking, feeling, and profiting.

Faulty accent played, perhaps, a less significant part than one might expect. The *Mon-roé doctrine* was almost invariably the "Mon-roe doctrine", *i-dé-a* was "i-dea", and *po-licé-man* was "pó-lice-man."

Some, however, were so careful to stand up straight that they made "of-ten" of *often*. But the "prize" pronunciation of all to me—and one in which about half of the twenty-eight offended—was in the word used perhaps more often than any other—*league*. This became in some unaccountable way "lig",—the "Lig of Nations", if you please.

A note of this kind is likely to distort the conditions by the very fact that it centers on but one phase of the debate. Yet this one phase is all that the writer is, for the present, interested in. Grammar, logic, sentence structure, and all of the countless mechanical requirements of composition are likely to be as well in hand as possible after the severe practice that the debaters have had before they get into the semi-finals. The plea here is simply for more attention to pronunciation and the only reason that the plea is made is that the writer is frankly interested in high school English. It would seem that more attention might be placed on this phase of oral English. Otherwise, the only supposition must be that when you leave the student to his own resources, when he is in a debating hall with no one to help him, no teacher to correct him, or no friend to counsel, when, in short, he is his own self, he falls into a careless vulgarity of pronunciation and enunciation which does not help him with a crotchety judge.—C. A. HIBBARD.

A ROMANCE OF EDUCATION

By R. SHERMAN CLARK
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A ROMANCE OF EDUCATION for and in industry that can carry a lesson to nearly every American business center or industrial interest has been going on in Pittsburgh in recent years, and is today unfolding in a startling way.

It is built upon the fore-seeing genius of the great industrialist, Andrew Carnegie, and centers in the night work of the Carnegie Institute of Technology—an institution which, in effect, has become a great university for industry and the arts, functioning in the center of one of the world's foremost industrial regions.

² I was once asked what utility there is in "philology," the science of language change. Instead of answering my questioner directly, I showed him some reprints of old Spanish texts—and from these we naturally wandered off into questions of literature, history, philosophy, and religion, things in which he is intensely interested and on which philology sheds much light. The text had become a pretext. Of course, the language teacher's interest in language change, in philology, is a different interest; but the whole matter, it is evident, can be dried up at the source or rendered instinct with life according as one approaches it.

As for "practical utility," the teacher with a knowledge of philology is much better qualified to teach than the one who has studied a minimum of language. The connoisseur knows his subject better than the amateur.

The romance is in the knitting into one close practical texture of the educational and the industrial elements of an entire district, in a way directly and often amazingly vivifying the life of almost every natural resource, converting and manufacturing business that can be named. Ultimately, it will result, according to Dr. Thomas Stockham Baker, Acting President of the Institute, in the maintaining in Pittsburgh of the world's greatest research laboratories.

Stated elementally, workers of Pittsburgh—skilled and unskilled—have the fortunate, but by no means singly exceptional opportunity of obtaining additional technical training at a great college. There are other American cities where the same thing holds true. But upon this elemental, fortunate circumstance, a system of night education in, and for industry, has been built that touches practically every phase of industrial life. In, from shop girl to chief engineer, the effects of this system are today apparent, in hundreds of cases. The cumulative benefits to Pittsburgh in increased efficiency and general progress have been said by corporation heads to be incalculable.

In terms of the human equation, its results are that, through the medium of the Night Courses at the Institute, hundreds of ambitious youths each year are started on the road to increased earning power, and, in many cases, toward executive positions in their particular fields. But the outstanding feature of the Pittsburgh night courses in this respect is that many of its students go beyond the minor executive positions and become prominent business men, engineers, and professional experts. Its accepted value for this reason, to industry in the Pittsburgh district, is reflected in the regular annual action of many companies in encouraging both their younger and their college trained employes to enroll, and, often these students are assisted financially by their employers. The technical level of proficiency in the Pittsburgh district today, on the authority of Dr. Baker, is traceable directly and singly, in many cases, to some one man or group of men in high positions who have obtained their training in the Technology Night Classes.

One of the high spots of the Night Courses is their flexibility. No matter how limited may be the previous education of a young workman, he can get a start. If he wishes a general technical training in any field he can get it. If he wants to specialize, he can do so. Special short courses are given to students seeking training in some one subject. On the other hand, a student can earn his collegiate degree in various fields in these same night courses. High school graduates are particularly interested in this opportunity, and a large number has already been graduated with bachelor

degrees in various important engineering night courses, and have immediately advanced to more effective employment in their various specialized fields with a resulting increased stimulus to Pittsburgh industry as a whole.

Still another source of students, almost unknown elsewhere in technical night courses, is the college graduate. Various advanced classes in engineering fields, chemistry, and other branches of science are organized each year to accommodate college graduates desiring additional training. These students often combine the practical problems of their daily work with the practical and theoretical work of the night courses to the individual advantage of their employing companies and, not infrequently, of a whole industry.

As a matter of fact, the establishment of the Institute in 1903 by Andrew Carnegie as an industrial school for the benefit of ambitious boys marked the beginning of an educational development, the remarkable significance of which to America, no one, probably, realized at the time. Its purpose was, possibly, in a somewhat general way, to help young men to greater technical training, so qualifying them to increase their earnings. Now, of course, in less than 20 years, the Institute has also taken its place as a great American college, in which both day and night students share in the use of one of the country's educational wonder-plants—the practical laboratories and shops at Schenley Park.

Hundreds of thousands of dollars have been expended, under Mr. Carnegie's endowment, to equip the Institute throughout with the most modern and efficient facilities, and the equipment of these laboratories and shops, alone, represents a substantial part of the entire investment. Technical experts and industrial leaders, both can learn things of profit from this great equipment.

Most of the Pittsburgh Night Students enroll in the College of Industries, where the variety of courses offered is large, and where the educational requirements for admission are more lenient. In the Building Trades, the subjects taught are Plumbing, Carpentry, Bricklaying, Sheet Metal, Electric Wiring, Structural Drafting, Building Trades Drafting, Heating and Ventilating, Concrete Work and Masonry, Plan-Reading and Estimating. In the Machinery Trades are given courses in Foundry Work, Forging, Pattern-making, Machine Shop Practice, and Heat Treatment of Steel. Additional courses include Telephony, Practical Chemistry, Mechanical Drafting, Stationary Engineering, and Printing. Special courses for teachers in Industrial and Manual Arts are important fields of service, also, and many short vocational courses are included in the curricula.

The College of Engineering, where the work is more advanced, gives instruction in Chemistry, Civil, Electrical, Mechanical, and Metallurgical Engineering.

In Architecture, Painting and Illustration, Applied Art, Music, Drama and Sculpture, a wide variety of courses is also given that taps a large reservoir of uncultured talent and ambition. Many of the students in the Fine Arts College work in offices, stores, and other non-technical occupations and attend Carnegie Tech in the evenings to have their artistic talents and inclinations developed.

So, in either its technical or its art courses, the night courses of the Institute, literally are serving industry in almost every phase—and serving it successfully.

AVERAGE SALARIES OF HIGH SCHOOL TEACHERS

THE FOLLOWING TABLES, compiled by the Statistical Division of the Bureau of Education, show the average salaries paid high school teachers in the United States in 1921, arranged in groups according to the size of cities.

Cities 100,000 population and over		Cities 30,000 to 100,000 population	
U. S.	\$2,484	U. S.	\$1,847
N. Y.	3,181	Cal.	2,255
Ill.	2,681	Okla.	2,135
Ind.	2,527	N. J.	2,069
Mo.	2,463	Ohio	2,067
Penna.	2,400	Conn.	2,030
Ohio	2,377	W. Va.	2,028
Mass.	2,343	Wis.	2,009
Cal.	2,330	Mass.	1,948
Mich.	2,251	Kans.	1,939
Wis.	2,231	Minn.	1,922
La.	2,228	Ga.	1,920
Wash.	2,191	Ind.	1,893
D. C.	2,165	Mich.	1,889
Md.	2,136	Ark.	1,883
R. I.	2,085	Iowa	1,873
Minn.	2,034	Wash.	1,820
Colo.	2,019	Del.	1,796
Nebr.	1,970	Colo.	1,793
Conn.	1,950	N. Y.	1,760
Ky.	1,931	Ill.	1,713
Ore.	1,920	R. I.	1,706
Ga.	1,743	Utah	1,669
Va.	1,639	Penna.	1,660
Ala.	1,586	Nebr.	1,610
.....		Va.	1,540
.....		N. H.	1,525
.....		Me.	1,81
.....		Mo.	1,459
.....		Tenn.	1,456
.....		Ala.	1,355
.....		Texas	1,323
.....		Ky.	1,079

Cities 10,000 to 30,000 population		Cities 2,500 to 10,000 population	
U. S.	\$1,738	U. S.	\$1,520
Cal.	2,255	Cal.	2,045
Ariz.	2,124	Ariz.	2,020
N. J.	2,092	Nev.	1,809
Mont.	1,989	S. Dak.	1,752
Mich.	1,879	Wyo.	1,740
S. Dak.	1,877	Okla.	1,660
Idaho	1,814	N. Mex.	1,660
Wash.	1,800	Mich.	1,658
Conn.	1,799	Colo.	1,648
Okla.	1,798	N. Dak.	1,635
N. Mex.	1,789	Nebr.	1,631
Ohio	1,786	Utah	1,606
N. Dak.	1,737	Wis.	1,605
Wyo.	1,737	Wash.	1,604
W. Va.	1,729	N. J.	1,604
Iowa	1,728	Idaho	1,597
Mass.	1,719	W. Va.	1,595
Kan.	1,717	Ill.	1,591
Minn.	1,714	Iowa	1,549
N. Y.	1,692	Kans.	1,541
Ind.	1,688	Ore.	1,539
Colo.	1,683	Vt.	1,530
Wis.	1,666	Ohio	1,524
Ill.	1,630	Mass.	1,520
Va.	1,621	Minn.	1,513
R. I.	1,582	La.	1,498
La.	1,555	Ind.	1,453
N. Mex.	1,550	N. Y.	1,442
Miss.	1,509	Ark.	1,420
N. C.	1,501	Penna.	1,414
S. C.	1,480	Fla.	1,413
Penna.	1,462	N. C.	1,361
Vt.	1,402	N. H.	1,353
Ark.	1,389	Ga.	1,350
Md.	1,375	Maine	1,316
Texas	1,373	Mo.	1,314
Ala.	1,325	Miss.	1,293
Maine	1,315	Texas	1,235
Ky.	1,304	Va.	1,227
Ga.	1,263	Ala.	1,227
Mo.	1,262	Tenn.	1,211
Tenn.	938	Ky.	1,181
.....		S. C.	1,181

* The United States Bureau of Education, City School Circular No. 7.

THE PRESS AND THE EXTENSION OF EDUCATIONAL INFLUENCE

EXTENSION of the educational influence of the press has been advocated by John J. Tigert, commissioner, United States Bureau of Education, as a means of safeguarding the school system of the nation. In an interview with a representative of the American Publishers Conference in Washington